

December
1919

sent to
the Parish for
the English Committee

112p16m0313F

We, the Parents' etc., are grateful for
an opportunity of bringing our experience
in the teaching of English before the
Departmental Committee because we
~~seem to have achieved some of the~~
results the Committee desire to compare,
& by very simple means.

We (the P.H.M.) think highly of the work
already done ^{in this connection} in a great many schools.
What is known is well known, but the
range of knowledge is limited because
the teaching may be called 'intensive'.

But we see no possibility of doing
more or other during the limited
period of school life except as teachers
see their way to take those new landmarks
both as regards children & knowledge, to
which circumstances have led us.

Some such change in the general
point of view seems to be necessary, because
young persons are apt to drop intellectual interests
when they leave school.

Among the points we wish to bring before your Committee are—

1. That knowledge is to the mind as food is to the body, natural, necessary & formative.
2. That a child requires a good deal of solid knowledge suitable for his age.
3. That no substitutes, in the way of mechanical work, ingenious plays, bodily exercise, however necessary in themselves, supply the necessary mind-food.
4. That every child, even the defective child has the powers necessary for the assimilation & employment of knowledge.
5. That knowledge, whether of letters or science, is most easily assimilated when it is conveyed in more or less literary form.

This conclusion leads (i), to the scrapping of text-books & the sparing use of (differing) oral lessons or lectures.

(ii) to the fact that the system of education is devoted upon the children.

(iii) that there must perform a certain act

of knowing upon every relation of knowledge
put before them:

(IV) That they must ^{have &} read for themselves,
good books ^{on &} many ~~books~~ subjects;
especially on literature & history:

† That the knowledge of a class be tested
by their power to 'tell back' a considerable
passage after a single reading or hearing.

This single reading is not an arbitrary
ruling, but is the condition on which
the vast power of attention ^{children & other}
people possess, comes into play.

'Attention' seems to me to be the only
power with which teachers need concern
themselves; given attention, shall the
so-called parentless, imagination, judgment
act as mindlessly as do the digestive ^{organs}
organs upon food proper for the body.

Seeing that a child is a person of many
relationships, - to his country, church, city,
to the past, present, future, to the universe &
therefore to all knowledge, he should have

A liberal curriculum embracing really
a great deal of many kinds of knowledge,
& he has proved himself well able to deal
with such a curriculum.

Literature & history are emphasized
in the P.U.S. for their peculiar value
in training the individual & the citizen.

The results obtained by adhering to
these few simple principles are surprising
& are entirely in accordance with the
aims of your Committee.

Solitary pupils & large classes. (From ^{ages}
six to ~~seventeen~~ or eighteen), schools in
the homes or children of an educated
family profit pretty equally, each
according, not so much to his opportunities
as to his apt.